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ABSTRACT

The Achievement through Bilingual Education Project (ABLE) served 360 Hispanic and Italian students in grades 9-12 in the Bronx, New York. Students received instruction in English as a Second Language, native language arts, and content areas (science, social studies, and mathematics) in their native languages. Additional program components included staff development, parental involvement, curriculum development, and supportive services. Program evaluation was completed using norm and criterion referenced tests of student achievement and evaluator observations. Findings indicated that (1) 47-60% of English as a Second Language goals were achieved by Spanish speaking students, (2) under 40% of all students showed gains in receptive and expressive English fluency, (3) all students made significant gains in native language reading, (4) most groups of ABLE students achieved the criterion in mathematics, social studies, and science. Project ABLE students surpassed school wide attendance rates. All additional program components except supportive services were found to be effective. Recommendations for future program implementation are included in this report. (MK)

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FINAL EVALUATION REPORT

PROJECT ABLE :

ACHIEVEMENT THROUGH BILINGUAL EDUCATION

at THEODORE ROOSEVELT HIGH SCHOOL

ESEA TITLE VII
NYS CHAPTER 720

Project 5004-97611,12

1978-1979

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FINAL EVALUATION REPORT

PROJECT ABLE:

ACHIEVEMENT THROUGH BILINGUAL EDUCATION

at THEODORE ROOSEVELT HIGH SCHOOL

1978-1979

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PROJECT ABLE : ACHIEVEMENT THROUGH BILINGUAL EDUCATION

at THEODORE ROOSEVELT HIGH SCHOOL

Site: Theodore Roosevelt High School
500 East Fordham Road
Bronx, New York 10458

Project: ABLE
Funding: Title VII
Chapter 720

Principal: Mr. Phillip Lefton

Project Director: Mr. Euclid Mejia

Grades: 9-12

Languages: Spanish
Italian

Number of Students Served: 360 Students

Composition: 330 Hispanic Students
30 Italian Students

Funding Period: 9/1/78-6/30/79

Program Context

Theodore Roosevelt High School faces Fordham University in an area of the Bronx which is largely Hispanic, and congested. Fordham Road is heavily traveled and lined with businesses of various sizes, while the buildings lining the streets behind the school are largely two and three story homes in various stages of disrepair. According to the 1976-77 School Profiles, 36% of Roosevelt students were eligible for free lunch. The student population was a fairly mobile one, with admissions totalling 33% of the average daily register, and departures equalling almost 38% of the register.

The Student Population

Probably the most dramatic aspect of the student population at Theodore Roosevelt High School is the apparent change which has taken place during the past three years. According to the 1976-77 School Profile, there were almost 5,100 students in the school, of whom 2,551 were Puerto Rican and 356 were Other Spanish, constituting

a total of 57.1% of the total school population. The rest of the students were 39% Black and 3% Other. Of the total student body, 73% read two years or more below grade level.

According to the June 1979 School Lab Data Collection Form, the total school population was 3,462-- a net loss of approximately 1,500 students, or around 30%. As of June 1979, over 2,100 of the remaining students were of Spanish language backgrounds, and another 51 students were from language backgrounds other than English or Spanish. By this time, then, over 62% of the school population was from other-than-English backgounds. These students are primarily Hispanic, but include as well groups of Italians, Vietnamese, and Chinese.

The Title VII Target Population

The Title VII program now serves 360 students, 330 of Hispanic origin and 30 Italians. It should be noted that as of October 1978, a total of 1,654 students had not yet been tested. The Project Director, who had recently assumed the position, moved quickly to identify eligible students. By February, 1979, only 450 had not been tested. These included new admissions, truants, and students who resisted testing. Of the students tested, about 100 were non-English speaking. 143 fell below the 10th percentile on the LAB, and approximately 400 fell at or below the 20th percentile. 360 of those students judged to be most in need are being served by the program. Approximately 200 others, who are considered eligible are on a "waiting list". Currently, they receive English language instruction in Tax Levy or Title 1 classes, and the Hispanic students receive instruction in the Spanish language.

All these students receive content area instruction in English, however. They will be served by the Title VII program as funds and staffing permit.

General Description

Project ABLE (Achievement Through Bilingual Education) is designed to offer bilingual instruction and supportive services to high school students of limited English ability. The program serves 330 Hispanic students and 30 Italian dominant students in grades nine through twelve. The students participating in the program receive bilingual instruction and supportive services under funding from Title VII, Title 1, Chapter 720, and Tax Levy.

The target population receives instruction in the content areas of Social Studies, Science, and Mathematics, in the native language. In addition to receiving instruction in Spanish, they also receive instruction in English as a Second Language. This Program offers instruction in the student's native language -- Spanish or Italian -- not only to develop linguistic skills, but also to reinforce their cultural identity.

Students participating in the Project take subjects such as typing, art, and music with the mainstream students in the high school. Upon recommendation by the Program staff and their advisors, those students who are able to receive instruction in English may take specific subjects in mainstream classes.

In accordance with Title VII regulations, Project ABLE has a functioning Parent Advisory Council. The Parent Advisory Council, in cooperation with the Project staff, meets monthly during the school year to discuss the functioning of the Project, and to

make recommendations. Through the Parent Advisory Council, parents are invited to participate in assembly programs, cultural events, class trips, and English as a Second Language classes held in the evenings. The Title VII staff members make a great effort to communicate with parents and to involve them in their children's education.

Staff development encompasses inservice workshops, teacher training in the classroom, and graduate courses taken at various universities in the New York metropolitan area.

Program Goals

1. To significantly improve the achievement scores in English language skills, such as reading, speaking, understanding and writing, for the target population in grades nine through twelve, as measured by pre and post standardized instruments.
2. To develop an academically useful course of study that will combine theory and practice in Bilingual Education and English language skills.
3. To encourage High School graduation for non English speaking students.
4. To develop the participating students' knowledge of relevant academic subject matter, with special emphasis on English language skills.
5. To increase teacher knowledge and sophistication leading to an increment in effective classroom management and instructional methodology, as well as knowledge of Hispanic and Italian culture.
6. To increase parental involvement in the Project's Bilingual Program; increase parental fluency in English, and encourage

them to work directly with their youngsters.

The Instructional Component

The instructional program offered to bilingual program students is presented in Tables I and II. The following paragraphs give a summary of that information.

The instructional component is designed to equip the Spanish dominant student and the Italian dominant student with the fundamentals of the English language, including basic sentence structure, grammar, conversation, auditory skills, reading and writing. They are also introduced to literature in English. Students take English as a Second Language, classes funded by Title I for a total of 10 or 15 hours per week depending on the level of instruction (see Table I). Most students receive 15 hours weekly.

At the same time, the program is tailored to improve the Spanish language skills and the Italian language skills of native speakers by teaching them the fundamentals of grammar, sentence structure, conversational and auditory skills, reading and writing in their native language.

In order to fulfill the academic requirements for graduation from high school, and to give the participating student a sense of success and purpose, content areas, such as Social Studies, Mathematics, and Science are taught in Spanish, and selected subjects are offered in Italian. Thus while the student is acquiring English language skills, he/she is improving his/her native language skills, and keeping up with the academic work which is a requisite for graduation.

TABLE I BILINGUAL CLASSES, 1978-79

Spanish

Subject	Funding Source	Number of Classes	Class Register	Language of Instruction	% Used	Periods Per Week
Math Skills	Tax Levy	2	30	Spanish	100%	5
	720	3	20	"		"
Gen. Math	Tax Levy	2	30	"	"	"
Algebra-3 levels	Tax Levy	1	30	"	"	"
	720	2	20	"	"	"
Gen. Sci.	Tax Levy	4	30	"	"	"
	720	3	20	"	"	"
Biology	Tax Levy	1	30	"	"	"
	720	2	20	"	"	"
Latin Amer. Studies	Tax Levy	3	30	"	"	"
	720	2	20	"	"	"
World His.	720	3	20	"	"	"
Economics	Tax Levy	1	30	"	"	"
American Hist. I	Tax Levy	1	30	"	"	"
ESL 1	Title 1	1	15	English	100%	15
ESL 2	Title 1	3	15	"	"	"
ESL 3	Title 1	4	15	"	"	"
ESL 4	Title 1	3	15	"	"	10
ESL 5	Title 1	4	15	"	"	"
ESL I	Tax Levy	3	25	English	100%	5
ESL II	Tax Levy	3	25	"	"	"
ESL III	Tax Levy	3	25	"	"	"
ESL IV	Tax Levy	4	25	"	"	"
ESL V	Tax Levy	3	25	"	"	"

TABLE II BILINGUAL CLASSES, 1978-1979
Italian and Spanish

Subject	Funding Source	Number of Classes	Class Register	Language of Instruction	% Used	Periods
Biology (in Italian)	Tax Levy	1	25	Italian/Eng.	70/30*	5
World History (in Italian)	Tax Levy	1	25	Italian/Eng.	70/30	"
Italian (4 levels)	Tax Levy	4	34	Italian	100%	"
Spanish for Native Speakers(NLA)	Title I	1	20	Spanish	"	"
Spanish 2 (for non-natives)	Tax Levy	2	34	"	"	"
Spanish 3S	Tax Levy	2	34	"	"	"
Spanish 4	Tax Levy	5	34	"	"	"
Spanish 5	Tax Levy	1	34	"	"	"
Spanish 6	Tax Levy	2	34	"	"	"
Spanish 7	Tax Levy	1	34	"	"	"
Spanish 8S	Tax Levy					
Advanced Placement	Tax Levy	1	34	"	"	"

*Varies with needs of the student population

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TABLE III MAINSTREAM CLASSES IN WHICH BILINGUAL STUDENTS ARE SERVED

Subject	Total Number of Students	Hours per Week	Criteria for Selection
English Reading	81	5	Reading scores and teacher recommendation.
Geometry	10	5	Course not offered in the native language
Chemistry	2	5	Course required; not offered in the Bilingual Program
Typing/Sec. Skills	25	5	Course not offered in the native language
Eleventh year Mathematics	3	5	Course not offered in the native language

Exit Criteria

Criteria by which students exit the program include scores on the Lab, performance on tests of reading, performance in ESL and content area classes, and teacher recommendation. Students are individually programmed, and may take mainstream courses, as Table III indicates. Approximately 7 students placed out of the program in 1978-79. Generally, the Italian students are mainstreamed after two years in the program, since course offerings for them are more limited.

Program Organization, Staffing and Funding Patterns

In February, 1979, the Bilingual Program was reorganized under the jurisdiction of an Assistant Principal for Foreign Languages, forming a department of Foreign Languages/Bilingual Education. The structural organization of responsibility for instruction is as follows:

Assistant Principal

Foreign Languages/Bilingual Education

Bilingual Classes	Foreign Languages
content area instruction (Title VII, Tax Levy and Ch. 720 staff)	ESL (Tax Levy) NLA (Title I, Tax Levy Staff)

The total number of staff which make up Project ABLE is 33, some of whom are Title VII personnel, and some others of whom are provided by Tax Levy and Title I funds. Table IV indicates the distribution of personnel by funding sources.

TABLE IV INSTRUCTIONAL STAFF AND FUNDING,

BY LANGUAGE GROUP

	Spanish Component			Italian Component		
Instructional Component	Funding Source	Numbers of Personnel: Teachers	Paras	Funding Sources	Numbers of Personnel: Teachers	Paras
E.S.L.	Tax Levy	3	0	The same staff serves both groups of students.		
	Title 1	7	6			
READING (ENG.)	Tax Levy	.4 (2 classes)--				
NATIVE LANGUAGE ARTS	Tax Levy	5	-	Tax Levy	1	0
MATH	Tax Levy	1	-			
	Title VII	0	1			
	Ch. 720	1	-			
SOCIAL STUDIES	Tax Levy	1	-	Two classes are offered each term	1	Assistant * Coordinator
	Title VII	0	1			
	Ch. 720	1	1			
SCIENCE	Tax Levy	1	-	in these areas; Title VII-funded*		
	Title VII	0	1			
	Ch. 720	1	-			

*Instruction in the content areas is offered in Italian by the Assistant Coordinator, who has permission from the funding source to teach two courses each semester. The small size of this component, (30 students) does not permit the hiring of an additional full time staff person to teach the content areas.

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Table V presents the non-instructional components of the program, by funding source.

TABLE V

NON-INSTRUCTIONAL COMPONENTS BY FUNDING SOURCE

Spanish Component

Area	Funding Source(s)	Personnel Providing Services
Curriculum Development	Title VII	11 Total: 10 teachers, 1 Coordinator, 3 typists
Counseling	Title VII	1 teacher assigned as grade advisor
Parental Involvement	Title VII	2 teachers
Staff Development	Title VII	1 consultant, Coordinator
Administration & Supervision	Title VII Tax Levy	Coordinator Ass't Principal for Bil. Ed. & Foreign Languages
Family Assistant	Title VII	1 Family Assistant

Italian students receive the services of a resource teacher who serves as a curriculum developer. The personnel providing the other services listed above serve all bilingual program students. In addition, the Assistant Coordinator performs many services for the Italian students counseling, contacting families and community agencies, developing curricula and teaching two classes (see Table IV for clarification).

Staffing and Staff Development

Project ABLE offered the following program for staff development during the 1978-1979 academic year. A total of 9 staff members took courses at local colleges. These included the Project Director, 6 of the teachers, and 2 out of 3 paraprofessionals. The staff members took an average of 6 credits a year. Courses were taken to complete degrees (7), to complete requirements for certification (1) or to strengthen the staff member's background in Spanish. The courses included Puerto Rican studies, Hispanic cultures, improving the learning process, supervision, foundations of counseling, administration of personnel, and curriculum design and development.

Monthly departmental meetings were held jointly for both the Foreign Language and Bilingual staffs. The Assistant Principal for Foreign Languages/Bilingual Education and all teachers attended. Presentations at these meetings included discussions on techniques of teaching, reading, and mathematics, and techniques for selecting students for advanced placement.

Title I teachers of ESL and paraprofessionals participated in training sessions at the central Board of Education, or met with teacher trainers in the school.

Title VII Educational Assistants and the Family Assistant met with the Project Director on an ongoing basis to receive orientation on such topics as classroom management, techniques of individualized instruction, supporting the teacher, and orientation in handling the problems of students and their families.

Given the fact that curriculum development was an important aspect of the Bilingual Program, two of the workshops were devoted to the fundamentals of curriculum development and design. Topics

included the development of a Bilingual Social Studies curriculum, and the development of Italian curriculum in the areas of mathematics, science, and social sciences.

Curriculum and Materials Developed

Table VI presents a list of the extensive materials developed by the program during the 1978-79 year.

TABLE VI

CURRICULUM AND MATERIALS DEVELOPED

Title	In Classroom Use?	What other materials are in use?	Using materials from other Title VII programs? Comments
1. Math Workshop (individualized basic math; Span.)	yes	program developed placement test	-
2. General Math (Span.) 3 term course outline for B.C.T.	yes	commercial texts, duplicating masters.	-
3. General Math (Span.) Problems and Activities	no- being typed	-	-
4. Algebra: course outline for a 3-term sequence.	yes	program developed translations of problems	-
5. Regents Biology: Adaption/translation of Lab experiments - (Span).	yes	commercial h.s.-level texts: Smallwood: Human Biology	-
6. General Science adapted, translated for Span. students	yes	Intro. a las ciencias Intro. a las ciencias Biológicas	-
7. Latin American Studies	yes	-	adapted from a curriculum developed by the Brandeis H.S. Bilingual Program.

Title	In Classroom Use?	What other materials are in use?	Using materials from other Title VII programs? Comments
8. Spanish For Native Speakers (grammar, composition)	yes	-	-
9. Regents Biology (Italian)	yes	see above	adapted from mainstream materials
10. curriculum for World History	yes	-	adaption of mainstream materials
11. ESL, levels 1-5 complete sets of materials for Title I and Tax Levy classes.	ready for September, 1979	-	Replaces a text. Being reproduced in conjunction with the central Board of Education, Office of Bilingual Education.
12. NLA curriculum manual developed	yes	-	co-authored by the A.P. For Foreign Languages/Bilingual Education and a representative from the NYC Board of Education.

Supportive Services

One of the most successful aspects of the Project ABLE at Theodore Roosevelt are the supportive services offered by the program staff to the students and their families. The Family Assistant is extremely popular, and has extensive and ongoing contact with the families of students and the community. The Assistant is frequently called by parents to serve as a liaison with the school. Besides this function, the Family Assistant obtains information on family situations which affect student performance, follows up on disciplinary or behavioral problems, takes parents and/or children to the hospital, and sometimes even accompanies families to court. The most frequent reasons as to why visits are made to students' homes involve discussions of disciplinary problems, and report cards, which are sometimes hand

delivered to parents. In the month of May alone, 29 visits were made.

Guidance and referral services are also provided by the Grade Advisor, who works primarily on scheduling student programs so that the requirements for graduation are met. The advisor may handle discipline problems jointly with the Family Assistant, and the Project Director and Assistant Coordinator also deal with student problems as they arise.

All bilingual students see the Advisor at least twice a semester, and more often if the need arises.

College counseling is provided by a counselor from Aspira, who comes once every week and offers workshops for the students. These are primarily offered for the twelfth graders, who are mostly mainstreamed. The workshops explain college requirements and describe various schools. Trips are arranged so that students may visit local colleges, and students receive help in filling out applications for admission and financial aid. About 23 students come regularly for workshops, while a total of 60 came at least once. The school's college advisors have heavy work loads and are not bilingual, so the program has to rely heavily on Aspira to provide this aspect of counseling services.

Project ABLE offers no twelfth grade subjects in the native language, so seniors are primarily mainstreamed. Older students (age 18) who require intensive native language instruction may be referred to the Bilingual Program in Auxiliary Services for High Schools. Project ABLE also refers students for bilingual shared or cooperative career/vocational education programs, if they are available. Career educational opportunities at Roosevelt consist of a bilingual typing course;

other vocational courses must be taken in the mainstream.

The Project Director and Assistant Coordinator speak at feeder junior high schools, to explain what the program has to offer; according to program information, applications to Project ABLE were up in 1978-79. The Assistant Coordinator is extremely active in the Italian community, promoting the program.

Parental and Community Involvement

Because the Italian students are a minority at Roosevelt, the Assistant Coordinator invests a great deal of time in providing support and supervision for them, reassuring their parents as to the seriousness and continuity of their education. Project ABLE keeps a telephone line available all day so that parents may call for help, information, or referrals. Parents may come to school for counseling, help with jobs, High School Equivalency referrals, referrals to social service agencies and schools. The Project is known as a source of information and support.

Project ABLE offers a very successful program of Parent Education. Three classes in Citizenship/ESL (two of which were funded by Title VII) are offered in the evenings for a total of four hours a week, taught by the Assistant Coordinator and two teachers. Seventy-three parents participate regularly, and attendance is mandatory. Parents have been demanding more classes, and the ESL class has a large waiting list (see Recommendations). Most of the parents attending classes are Hispanic, reflecting the ethnic composition of the school. Italians, Yugoslavians, and parents of Oriental heritage also attend. Each year the parents attending the class hold a large party, catered by local merchants, which is a well-attended international food festival.

There are ten members (6 Hispanics and 4 Italians) of the Parent Advisory Committee, which meets monthly. The Committee discusses project services, functions and funding. Its input is also requested in determining future class offerings. Up to 70 other parents also participate frequently in meetings and discussions at the school.

To disseminate information about the Project in the Community, Project ABLE Staff use the following:

- neighborhood newspaper stories about project activities.
- the student paper, "The Square Deal", distributed in the school and locally.
- the ABLE Newsletter (see appendix), published by Project students two to three times yearly,
- mimeographed announcements which are mailed home, announcing meetings and special events,
- telephone hours (an extra telephone line is funded by Chapter 720) for parents to call.
- the Family Assistant and Assistant Coordinator spend a great deal of time in the community and have extensive community contacts.

As the Assistant Coordinator says, the community "is like part of your family." The program serves all the problems of the parents, and keeps the higher-achieving students by serving their families.

Generally, it appears that Project ABLE is effective as a catalyst and center of community activity. The Project appears to have a clear mandate to continue and to extend the services offered to parents (see Recommendations).

Student Responses

All the subjective reflections of student morale indicate that student attitudes toward their educational experiences are positive. Attendance rates for bilingual students have been consistently higher than those of the total school population.

Project ABLE students are active participants in the Italian and Hispanic Unity clubs. These clubs conduct activities which enrich the experiences of the whole school, including concerts, shows, and dances. All these functions are open to the entire community. The clubs also take extracurricular trips and organize shows which are given in the community for the aged. The Project funds other trips and cultural experiences for the bilingual students, including trips to the United Nations, the Museum of Natural History, the Hayden Planetarium, and El Teatro Espanol.

According to the experience of program staff, while vandalism tends to be a problem in the school, it does not occur in the Bilingual Office or in the bookroom. Materials and books are well kept. Suspensions of bilingual students occur very rarely, averaging 3 or 4 per year, while averaging more than 35 monthly for the total school population. Indicating the success of the Project, 22 out of 25 1979 graduates of Project ABLE applied and intended to go to College.

Reflecting population movement in the surrounding neighborhood, (due to deterioration of some areas) the transfer rate for the school is high, and Project ABLE has also lost students. Follow-up on these

students has been extremely difficult but the project staff has continued to work to keep students in the school.

Assessment Procedures and Findings

The following section presents the assessment instruments and procedures, and the results of the testing.

Assessment Procedures and Instruments

Students were assessed in English Language development, growth in their mastery of their native language, mathematics, social studies and science. The following are the areas assessed and the instruments used:

English as a Second Language --	Criterion Referenced English Syntax Test (CREST)
English Language Fluency --	New York City Oral Language Ability Rating Scale
Reading in Spanish --	Inter-American Series, Pruebas de Lectura
Reading in Italian --	Program-developed tests
Mathematics --	Program-developed tests
Social Studies --	Program-developed tests
Science --	Program-developed tests
Attendance --	School and program records

The following analyses were performed:

a) On pre-post standardized tests in reading in Spanish, correllated t tests were performed. This analysis demonstrates whether there is a significant difference between mean raw scores generated at two points in time for students with matched pre-post scores. It does not represent an estimate of how students would have done in the absence of the program. No such estimate could be made because of the inapplicability of the norms for this population and the unavailability of an appropriate comparison group.

b) On the Criterion Referenced English Syntax Test (CREST) information is provided on the number of objectives attempted and mastered, the percentage of objectives mastered versus those attempted, and the number of objectives mastered per month of treatment. Information is also provided on student performance on the various test levels.

c) For the New York City Oral Language Ability Rating Scale, the total number and percent of students improving at least one scale level is compared to the criterion set by the program, which stipulated that 60% of the students will demonstrate growth of one level or more.

d) The results of the criterion referenced tests in mathematics, social studies and science are reported in terms of the number and percent of students achieving the criterion levels set for the participants (60% passing).

e) Information is provided on the attendance rate of students participating in Project ABLE, compared with that of the total school population.

The following pages present student achievement in tabular form.

TABLE VII

English as a Second Language

for Spanish Language Students

Results of the Criterion Referenced English Syntax Test (CREST) Reporting the Number of Objectives Mastered. Percent Mastered, and Objectives Mastered Per Month.

Grade	# of Students	Average # of Objectives Attempted	Average # of Objectives Mastered	% Mastered/ Attempted	Average Months of Treatment	Objectives Mastered Per Month
9	78	14.4	8.2	56.6	8.7	1.0
10	64	13.2	7.5	57.1	8.9	.9
11	67	12.9	7.3	56.5	8.6	.8
Total	209	13.6	7.7	56.8	8.7	.9

Table VII presents the result of the Criterion Referenced English Syntax Test (CREST) for students in Title I funded ESL programs. This table shows that there is an even and substantial acquisition of English Language skills as is shown in the category Average Number of Objectives Mastered which was 7.7 overall. The slight decrease in this category with increase in grade (for an average of 8.2 in the 9th to 7.3 in the 11th grade) is related to the figures in the Average Number of Objectives Attempted category, which correspondingly decreases from 14.4 to 12.9.

TABLE VIIB

English as a Second Language

for Spanish Language Students

Student Performance on the
Criterion Referenced English Syntax Test (CREST)
A Breakdown by Test Level and Grade.

		LEVEL I			LEVEL II			LEVEL III		
Grade	# of Students	Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered
9	78	708	404	57%	321	175	55%	95	57	60%
10	64	333	190	57%	425	251	59%	88	42	48%
11	67	158	115	73%	461	259	56%	259	115	47%
Total	209	1199	709	59%	1207	685	57%	429	214	50%

Table VIIB gives a breakdown by grade and test level of the CREST results. It shows that the students in the 10th and 11th grades are proportionately working on higher level (Levels II and III) skills than those in the 9th grade. It also indicates that there is a higher success rate, as shown in the Percent Mastery column, in the mastery of Level I skills (59% Mastery) than in the more difficult Level II (57%) and Level III (50%) skills.

TABLE VIII

Growth in English Fluency

Number and Percentage of Students by Grade improving One Scale Rating on the Expressive and Receptive Mode of the NYC Language Fluency Scale, Regardless of Year of Entry and Full or Partial Instructional Treatment

Grade	Expressive			Receptive		
	No. Admin. Scale	Gain One Scale Rating		No. Admin. Scale	Gain One Scale Rating	
		No.	%		No.	%
9	105	20	17.4	107	37	34.6
10	74	17	23.0	76	29	38.2
11	58	13	22.4	59	25	42.4

In the expressive mode, the percentage of students gaining one scale rating ranged from 17.4% at the 9th grade to 23.0% at the 10th grade. In the receptive mode, the percentage of students gaining one scale rating ranged from 34.6% at the 9th grade to 42.4% at the 11th grade.

In view of the stated evaluation objective that at least 60% of the students will gain at least one scale rating, the above table indicates that this objective was not achieved in the expressive mode and the receptive mode at all grade levels.

Interpretation of these data is made difficult however, by the fact that the initial rating of the students is not reflected in these data. Examination of the Rating Scale itself (Appendix A) reveals that the rates of expected progress from one level to another are not symmetrical. It may be expected that students who speak little or no English (levels E or F) will progress one scale level within a year of instruction, but that students functioning at a relatively high level (level B, for example) may not reach a higher level in one year. These levels represent degrees of fluency approaching or equalling that of a native speaker of English. It is unreasonable and unrealistic to expect rates of student progress at these levels similar to those of beginning students of E.S.L. Level A, for example, is unlikely to be achieved by students who have not had extensive exposure to oral and written English. Those who learn English

as adults may never achieve it. Level B is also likely to require years of exposure to English.

It is suggested, therefore, that student outcomes be analyzed in terms of the initial fluency rating of each student, and that the criteria for mastery reflect reasonable expectations for student growth at each level.

TABLE IX

Achievement in Native Language Reading:

Spanish

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in Native Language Achievement (Spanish) on the Inter-American Series - Prueba de Lectura, of students with Full Instructional Treatment

Grade	Initial No.	Initial Mean	Initial S.D.	Final Mean	Final S.D.	Mean Diff.	Corr. (Init.-Final	SEmd	t	p
9th	71	54.30	24.00	60.58	23.68	6.28	.729	2.085	3.013	.01
	32	No Data		64.66						
10th	51	70.86	23.84	79.86	24.45	9.00	.724	2.512	3.583	.01
	22	No Data		81.73						
11th	71	84.65	19.05	92.31	17.15	7.66	.618	1.889	4.055	.01
	11	No Data		91.73						

As can be seen from the above table, the mean increase in native language achievement from initial to final testing was statistically significant for all three grade levels. The mean increase from initial to final testing ranged from six points at the 9th grade to 9 points at the 10th grade. The score at initial time ranged from 54 at the 9th grade to 85 at the 11th grade. At final test time the score ranged from 61 at the 9th grade to 92 at the 11th grade. For those students who did not have initial scores, for the 9th grade at final test time there was four point difference in their favor, and at the 10th grade there was a two point difference in their favor, with no difference at 11th grade.

TABLE X

Achievement in Native Language Reading:

Italian

Students Passing Teacher-Made Final Exams in Reading in Italian

Grade	No.	Fall 1978	Spring 1979
10th	13	----	80.08
11th	6	----	86.17

Both groups of students taking Italian achieved rates of passing which substantially exceeded the program-set criterion level for mastery in this area (a 60% level of passing).

TABLE XI

Achievement in the Content Areas, Italian and Hispanic Students
Comparison of Program-Developed Examinations Passed Fall 1978 and Spring 1979 by Students Regardless of Year of Entry and Full or Partial Instructional Treatment

	FALL 1978			SPRING 1979		
Subject	No. Taking Subject	No. Passing	% Passing	No. Taking Subject	No. Passing	% Passing
			Ninth Grade			
Math	69	50	72.5	82	43	52.4
Science	48	35	72.9	71	61	85.9
Social St.	69	48	96.6	64	51	79.7
			Tenth Grade			
Math	38	20	52.6	49	34	69.4
Science	39	29	74.4	46	37	80.4
Social St.	40	30	75.0	39	39	100.0
			Eleventh Grade			
Math	28	20	71.4	48	33	68.8
Science	41	38	92.7	49	43	87.8
Social St.	52	48	92.3	50	48	96.0

With the exception of 9th grade math (spring term) and 10th grade math (fall term), all the groups of Project ABLE students achieved rates of passing in content area classes which exceeded the program-set criterion level of 60% passing.

In the 9th grade, the percentages of passing ranged from 52% (spring math) to 85.9% (spring science). For the 10th grade, the percent passing ranged from 52% (fall math) to 100% (spring social studies). Eleventh graders achieved rates of passing which ranged from 68% (spring math) to 96% (spring social studies). Generally, the older students achieved higher rates of passing.

Looking at the same outcomes by subject area, it appears that Project students had the greatest difficulty with mathematics, the percentages of students passing math courses ranged from 52% (9th grade, spring term and 10th grade, fall term) to 72.5% (9th grade, fall term). Performance by the 11th graders was most consistent, ranging only from 68.8% to 71.4%, while the performance of the other grades

ranged more widely.

In science, the percentages of students passing courses were quite high, ranging from 72.9% (9th grade, fall term) to 92.7% (11th grade, fall term).

In social studies, the percentages of students passing courses tended to increase somewhat with grade level and were fairly high in almost all cases. The percentages of students passing ranged from 69.6% (9th grade, fall term) to 100.0% (10th grade, spring term).

TABLE XII

Attendance

Attendance Percentages of Ninth, Tenth and Eleventh Grade Students in Comparison With the Attendance Percentage of the School Regardless of Year of Entry to the Program

	Grade	Mean Percentage	Percentage of School	Percentage Difference
Full Instr.	9th	86.7	65.0	21.7
	10th	88.4	65.0	23.4
	11th	89.6	65.0	24.6
Part. Instr.	9th	74.6	65.0	9.6
	10th	73.7	65.0	8.7
	11th	79.4	65.0	14.4

As can be seen from the above table, the average percentage of attendance of program students was higher than that of the school as a whole, for all three grades. This was true whether students had full or partial instructional treatment. The average percentage of attendance of those students with full instructional treatment ranged from 86.7% at the 9th grade to 89.6% at the 11th grade, indicating a percentage difference ranging from 21.7% to 24.6% in favor of the program students.

The average percentage of attendance of those students with partial instructional treatment ranged from 73.7% at the 10th grade to 79.4% at the 11th grade, indicating a percentage difference ranging from 8.7% to 14.4% in favor of the program students. It should be noted that the percentage difference in favor of full treatment students over partial treatment students ranged from 10.2% at the 11th grade to 14.7% at the 10th grade.

Conclusions and Recommendations

The results of an analysis of student performance data indicate that Project ABLE students are achieving rates of growth which fulfill the objectives set by the Project. Test data and the more subjective indicators of student attitudes indicate program success. Especially impressive is the program's role in supporting the bilingual students and their families, and its positive role as a focus for community integration.

Given the students who have been identified as eligible to be served by the program, it is recommended that the program continue to expand its activities.

Parents of program students have made repeated demands that the very successful evening program be expanded. Given the great need for continuing education and the clear support for such services at Theodore Roosevelt, it is recommended that the evening component expand to offer a high school equivalency course, typing and business skills.

At present, Project ABLE students receive only limited counseling services to assist them in forming career plans. The Project must rely on part time assistance from Aspira to meet this particular student need. It is recommended that ABLE juniors and seniors be provided services by a bilingual college/vocational advisor on a consistent basis within the school.

Finally, it is recommended that the small but successful Italian component be disseminated and expanded to serve as a magnet program for Italians in the Bronx, who live in adjacent communities and are not at present being served by any bilingual program.

Appendix A

Rating Oral Language Ability

Oral Language Ability Rating Scale, New York City

Scale for Rating Pupil's Ability to Speak English

Enter for each pupil the letter A, B, C, D, E, F corresponding to his estimated ability to speak English in the classroom, defined as follows:

A -- Speaks English, for his age level, like a native - with no foreign accent or hesitancy due to interference of a foreign language.

B -- Speaks English with a foreign accent, but otherwise approximates the fluency of a native speaker of like age level. Does not hesitate because he must search for English words and language forms.

C -- Can speak English well enough for most situations met by typical native pupils of like age, but still must make a conscious effort to avoid the language forms of some foreign language. Depends, in part, upon translation of words and expressions from the foreign language into English, and therefore, speaks hesitantly upon occasion.

D -- Speaks English in more than a few stereotyped situations, but speaks it haltingly at all times.

E -- Speaks English only in those sterotyped situations for which he has learned a few useful words and expressions.

F -- Speaks no English.

The expected outcomes listed for each grade in this handbook can serve as a guide for evaluating achievement and relating them to the above scale. This is particularly significant for the C, B, and A designations that use as a comparison typical native pupils of like age.

Appendix B: Program-Disseminated Materials

- Invitation to Adult Education Classes
- Italian Culture Week: Schedule
- Notice for Italiammore III
- ABLE Newsletter

THEODORE ROOSEVELT HIGH SCHOOL
Phillip Lefton, Principal

ITALIAN CULTURE WEEK - APRIL 2-8,1979

To: All Staff Members

Re: Academic and Cultural Activities during Italian Culture Week.

Dear Colleagues,
following is a list of activities planned to celebrate the Fourth Annual ITALIAN CULTURE WEEK. Students, teachers and administration are involved in presenting these activities at our school and at feeder schools. The purpose will be to acquaint the student population and the public with the culture and heritage of over two million New Yorkers and the contributions of Italians to our country.
Classes will be invited by Ms. O'Mara or the respective Chairperson.

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E WEEK	Library Exhibition and Main Entrance Exhibition of Italian Artistic and Literary Contributions to America.
	Workshops on Italian Art, Music and Culture in the Library Classroom. Classes will be invited.
3,1979 AM	Roosevelt students will participate at the Italian Culture Week Declaration Ceremony at the Hall of the Board of Education. Students will receive excellence awards for academic achievement and community involvement.
PM	Roosevelt students' participation at the UFT Symposium on Italian Culture and History at the UFT Headquarters.
6,1979 28	Italian-American Assembly Program at the Theodore Roosevelt H.S. Auditorium.
,1979 PM	"ITALIAN AMERICAN NIGHT" at Theodore Roosevelt H.S.
s to Come	Trip to the American Museum of Natural History: The Pompeii Exhibition.
	Trip to Albany-A visit to the State Legislature.
	Italian - American Club Dinner Dance

ABLE newsletter

THEODORE ROOSEVELT HIGH SCHOOL
500 E. Fordham Rd., Bronx 10458, N. Y.

Phillip Lefton, Principal
L. Marcus Pacheco, Asst. Principal
Foreign Lang./Bilingual Department

E. Mejia. Project Director
J. Spatola, Asst. Coord.

PRIMAVERA

March 21

EDITORS:

Laura Iodice
Rosa M. Jimenez
Jack Spatola

"Nace una Estrella"

El pasado mes de noviembre estuvo de visita en nuestra escuela el joven actor puertorriqueño Mario Custodio. Tuvimos el gran honor de conversar con él por unos minutos. Entre otras cosas nos habló de su iniciación en el cine y de sus planes para el futuro.

-"Yo trabajaba en una bodega", nos confesó. "Un día, al salir a hacer una entrega, se me acercó este señor. Después de presentarse me dijo que era productor cinematográfico y me preguntó que si me interesaba actuar en una película que él iba a producir. Yo me quedé atónito aunque difícilmente podía creer lo que el hombre decía."

Meses más tarde se encontraba Mario Custodio en España filmando la película The Black Pearl. No, no estaba soñando, aunque le costó trabajo convencerse a sí mismo. Después de haberse hecho las pruebas cinematográficas fue aceptado.

¿Planes para el futuro?

-"Hace poco firmé un contrato para hacer cinco películas en los próximos seis años", nos informó Mario.

Eso significa que tendremos a Mario Custodio para rato. Buena suerte le deseamos.

Juan Caballero
8-2

Mario Custodio

BUSCAS EMPLEO?.....
PUNTOS A CONSIDERAR EN UNA ENTREVISTA

...Tu apariencia general y disposición son muy importantes. Si te presentas con el traje desaliñado y una expresión en el rostro de completa indiferencia o desgano, no te extrañe si eres rechazado.

...Asiste solo a la entrevista. No lleves amigos ni parientes. El entrevistador está únicamente interesado en ti y en la forma en que actúas.

...Si te mandan a esperar en una sala, no hay que ponerse a curiosear todos los objetos. Siéntate correctamente, no te tiendas casi acostado en la silla. Si te pasan directamente a un despacho, es del peor efecto mirar tratando de enterarse de lo que hay sobre el escritorio.

...Durante la entrevista enfatiza lo que puedes contribuir a la empresa y tus razones para desear un empleo con dicha firma. No te alabes ni tampoco exageres tus cualidades. El comportamiento ha de ser natural. Ni una timidez encogida ni una desenvoltura pedante.

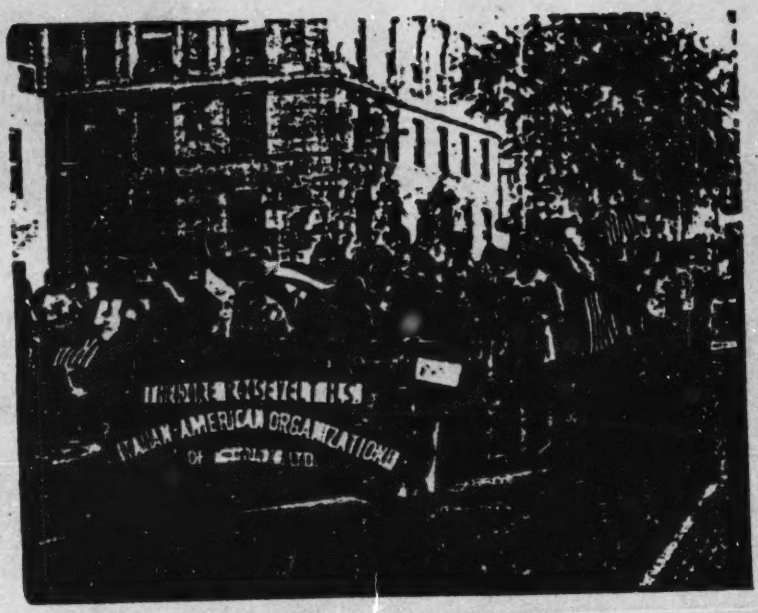
...Lleva contigo un breve resumen describiendo tu preparación académica y los oficios que has desempeñado anteriormente.

...Permite a la persona que te está entrevistando que determine el curso de la conversación y contesta a sus preguntas con suavidad y firmeza.

...Ten una idea más o menos fija del salario que esperas recibir pero no lo menciones hasta que el entrevistador no entre en el asunto del salario. Se flexible en este respecto. Familiarízate con los beneficios marginales que provee el empleo: servicios médicos, vacaciones, etc.

...No vaciles en hacer preguntas sobre la empresa o sobre la posición que estás solicitando. Si tus preguntas son buenas, serán indicio de tu entusiasmo y tu conocimiento de la empresa.

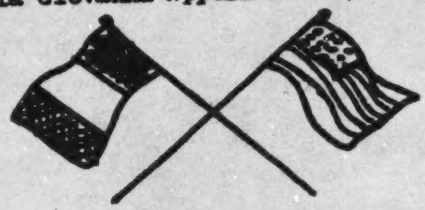
" COLUMBUS DAY PARADE "



Il Club Italo Americano di Theodore Roosevelt High School é stato invitato a partecipare alla Columbus Day Parade. Quest'anno la sfilata ha avuto luogo il 9 Ottobre. Abbiamo incominciato a camminare dalle 33 strade fino alle 79 strade. Alle 69 strade abbiamo incontrato le cineprese televisive,che ci hanno filmati e poi siamo apparsi sui canali 7 e 9. Il nostro standardo scolastico era portato da alcuni studenti e seguito da molti altri. Maria Salza é stata una delle più vivaci partecipanti, seguita da:Maria D'Arezzo, Nancy e Geraldine Casamento,Rosa Ponterosso, Rosa Buglione,Lucy Tedesco, Maria Giovanna Appollonio,Irene Caputo, Joseph Di Stadio,Vincent Di Martino, Michele Trombetta ed Emilio Appollonio. Ci siamo divertiti molto a marciare in questa sfilata che ci ricorda un nostro famoso antenato. Con noi hanno anche marciato il Sig. Mejia,che é il direttore del Programma Bilingue ed il Sig. Spatola ,che ci ha incoraggiati a partecipare. Avevamo bandierine Americane ed Italiane e bottoni con la scritta:"Sono Fiero di Essere Italiano".

Maria Giovanna Appollonio (6L42)

The Students of The Italian American Club participated in the 1978 Columbus Day Parade. Carrying the school banner,they marched from 33d to 79th Street. Accompanied by Mr. Mejia and Mr. Spatola they enjoyed celebrating Columbus Day. They later appeared on channels 7 and 9.



Mario Custodio struggles to open a giant clam in a scene from "The Black Pearl".

MARIO "THE BLACK PEARL" CUSTODIO VISITS T.R.H.S.

Mario Custodio,star of the recently released motion picture"The Black Pearl" visited with Roosevelt students on November 30,1978. Mario's visit was arranged by Mr. Jack Spatola of the Bilingual Program and was avidly enjoyed by hundreds of Roosevelt students in a specially held assembly program. Mario was discovered by acccident while working at the checkout counter of Gristede's Supermarket in Midtown Manhattan. He was discovered by producer director Saul Swimmer of the Royal Production Corp.,who was searching for young actors to work in the film. Mario should be an example to all young adults for it was his hard work and determination for a successful future that have produced him success in life.

FROM CATHOLIC SCHOOL TO T.R.H.S. - BILINGUAL ITALIAN PROGRAM

Interview with Maria Salza

Q. When did you come to Theodore Roosevelt H.S.?
A. I came from Mount Carmel School in September, 1978.

Q. What were some of the things you found different when you began High School here at Roosevelt?
A. Many things are different. Roosevelt is much larger and has more students than Mount Carmel. At Mount Carmel, a Catholic School, there was much more discipline and homework everyday. Here at Roosevelt the most work I get is in my Bilingual Italian Social Studies and Science Classes. The Bilingual Classes are tough but most other classes are easy for me.

Q. Maria, why did you come to Roosevelt?
A. Well, I wanted to go to a Catholic High School, but my parents could not afford it. So I decided to come to Roosevelt because of all I heard about the Italian Students have done.

Q. What are you finding different, interesting and valuable at Roosevelt?
A. The Bilingual Italian classes I am in are giving me a chance to do the work and express myself in Italian and English. These classes make me feel comfortable and interested to go and so I am learning really a lot. They are also different because we are preparing for the regents. Things that I wouldn't have gotten at a Catholic school would have been the Italian American Club and all the things it does. The Club especially is fantastic. It has many activities in which I am involved. The most important activity is the Spring show we are preparing. I never would have thought I would come to Roosevelt at night to rehearse for the show and have so much fun.

Q. Overall are you finding Roosevelt to your liking?
A. I think it is fantastic. When I have a question or problem about my program Mr. Spatola solves it. When I have free time I go to the Bilingual Office and speak to teachers and others. I really have learned more about my culture and other things since I came to Roosevelt.

* * * * * * *

Maria Salza frequenta il Programmma Bilingue Italiano. E venuta a Roosevelt dalla Scuola Cattolica di Monte Carmelo. Trova che il Programma Bilingue la aiuta molto perché la prepara per vari esami della cittá, e la informa bene. Le piace molto il Club Italo-Americano, di cui é parte. Attraverso il Programma ed il Club Maria é diventata parte della scuola e non si sente estranea. E felice di essere una dei tanti studenti che la sera si riuniscono per preparare il nuovo spettacolo Italiano per questa primavera.

MY PARTICIPATION IN THE SCHOOL'S RENEWAL PROGRAM

During my stay at Theodore Roosevelt High School I have been lucky to participate in two interesting programs:the Bilingual Italian and the School Renewal.
I wanted to be part of the Bilingual Italian Program because I had heard of it at Junior High School 45 and from other friends.
Even though I could speak English fairly well I found that the program's classes gave me the opportunity to express myself more comfortably and better in Italian.
Another class that I liked was the E.L. Mass Media class. When I entered the the E.L. class I didn't know anything about it,but slowly I learned it was meant to have the student's try to solve some of the school's problems. We were told we were responsible to have other students become involved in solving some of the problems faced by the school.
I chose to involve students of the Bilingual Italian Program and the Italian American Club in this project. Several ofthe students did work with me-ex. the cleaning campaign.
Another project we of the School Renewal Program developed was broadcasting Roosevelt's news, every Friday on the P.A. system.
I was responsible in gathering news and broadcasting it in Italian. It was a fantastic experience.
I hope students become involved in different programs or projects in the school,because it results in you making more friends,liking the school more and doing better in the classes.

Rosa Buglione (7-4)

Durante la mia permanenza alla Roosevelt High School ho avuto la fortuna di partecipare in due eccellenti programmi;ilPrograma Bilingue Italiano ed il Pogramma per il rinnovo della scuola. Il mio dovere nel secondo programma era di informare gli studenti sui modi di migliorare la nostra scuola,di comunicare alla maggior parte di loro delle novitá della scuola e di farli diventare parte. Secondo me partecipare a questi programmi speciali é una delle cose piú importanti per uno studente. Essi aiutano a fare amici,a diventare parte della scuola e a migliorare anche nelle classi.

Il PROGRAMMA DI "Shared Instruction"

Io mi chiamo Emilio Appollonio. Sono uno studente Bilingue Italiano della Theodore Roosevelt High School. Questo significa che ho due classi,di storia e scienza,in cui studio in Italiano;due classi di Inglese; ed altre classi in cui studio in Inglese. Sono venuto a Roosevelt nel Settembre del 1977. Alcuni miei amici mi hanno parlato di un programma in cui si poteva imparare un mestiere mentre si continuava a studiare. L'anno scorso ho parlato con il Sig,Spatola il quale mi ha informato che il programma si chiamava Shared Instruction. Ho riempito' i moduli richiesti ed alla fine dell'anno scorso sono stato accettato a far parte del programma. Quando é iniziato il nuovo semestre a Roosevelt,ho ricevuto il mio programma con cinque classi soltanto,cosi alla fine di esse,che era verso le 1:00PM, ogni giorno potevo frequentare classi per imparare l'arte di meccanico di automobili. Le classi di meccanica si svolgono in un'altra scuola,Alfred E. Smith. Dal primo giorno che ho incominciato a frequentare questo programma mi é piaciuto. Da questo programma ho imparato molte cose che non sapevo sulle macchine. Io raccomanderei a chiunque studente che vuol imparare un mestiere di frequentare questo programma. Il programma é molto buono e non toglie alcuna opportunitá di imparare le altre materie. Non si perde nessun punto e ci si puó laureare allo stesso tempo con migliori opportunitá.

Emilio Appollonio
(6I42)

Emilio is a member of the Italian Bilingual Program,which he has found very useful and he is also part of the shared instruction program. The Shared Instruction Program is helping him acquire a knowledge of mechanics without loosing any time or credits toward graduation. Emilio reccmmends the program to anyone who is interested in learning a trade.

— E con tutta questa atmosfera romantica, vi aspettavate anche una buona cucina?

ESCENAS DEL PROGRAMA SOÑANDO CON PUERTO RICO

(1) Angel Melo y Deyanira Melo

(4) De pie: Ricardo Nieves
Carmen Ramos
Clara Hernández
Lina Henríquez

Sentados:
Félix Henríquez
Diana Torres

(3) María Alomar
y
Roxana Jaime

(2) Danny Pérez y María Alomar

(5) Ricardo Nieves
y
Carmen Ramos

(6) María Hernández
y
Angel Caballero

(Fotografías por Juan Caballero)

POEMAS DE AMOR

Por Jeannette Cedeño - 5L42

Poema I

Miré la rosa marchita que trae
tantos recuerdos.
Soñé tantas veces con tu regreso
que a veces me lo creía.
Mas el tiempo pasa pronto y la vida
continúa.
También se que tú no vuelves y que
quizás algún día
Olvidaré esta tristeza
al olvidar tu partida.

Poema II

Mis ojos que ya no lloran,
Mi pensamiento tranquilo.
Mis manos que ya no tiemblan,
Porque ya no estás conmigo.
Mis labios ya no sienten,
y tu voz quedó en silencio.
Te marchaste en una tarde
De la esquina del recuerdo,
llevando en tus anchas alas
Mi canción de amor eterno.

Poema III

La tristeza de mis ojos
que ahora ya no brillan.
La causa de todo esto,
solo ha sido tu partida.
Pedí mil veces al cielo,
que te tuviera a mi lado.
Mas te fuiste como el viento
que por mi lado ha pasado.
Pusiste en mi pelo negro,
una rosa muy rosada.
Y miraste con ternura el contraste
en mi mirada.
Dijiste que me querías
que nunca me olvidarías.
Me lo asegurraste tanto
con palabras muy sentidas.
Escuché canciones tristes,
por muchas tardes seguidas.
Y desvelé tantas noches creyendo
que volverías.

ASPIRA

Franklin Velazquez, a talent search community counselor from Aspira is currently servicing Theodore Roosevelt High School students on Wednesdays. He works primarily with Juniors and Seniors who want to find out about college and careers. During the morning hours (8:00 to 12) he works in the College Guidance Office and in the afternoon hours (12:30 to 3:00) he works from Room 151 - Bilingual Office.

The range of services include college orientation, filling out financial aid forms and college applications. Mr. Velázquez will also detect and assess your potential and help you discover a career suitable to your specific talents.

You can also reach him at the Aspira offices on Mondays, Thursdays and Fridays by phoning 889-5202. Feel free to phone him and consult him on your school problems.

Performance at SSS

Students of the Bilingual Program were honored by an invitation to perform for the members of the St. Simon Stock Church on the night of January 5th.

The occasion to be celebrated was the eve of the Three Kings Day. So we were proud to presentthe musical program "Soñando con Puerto Rico" which we first presented during the Puerto Rican culture week at Theodore Roosevelt High School. On the second part of the program we all sang "aguinaldos" with some members of the church who played guitars and other musical instruments. Everyone had a good time.

We were very pleased to entertain a number of parents and friends once more. Mrs. Jiménez of the Bilingual Program was also present.

Janet Correa
5L42

Congratulations to the following January 1979 Graduates:

Neil Coppola	Joseph Reale(St. Francis College)
Maria Feola	Joseph Marano (Regents Scolarship)
Pasqualina Zallo	Juan Caballero

CONGRATULATIONS to Dr. F. Macchiarola on the two year extension of his contract as Chancellor of New York City Public Schools.

CONGRATULATIONS to Mr. Euclid Mejia who came from Brandeis High School to become Project Director of the Bilingual Program at Theodore Roosevelt High School !

WELCOME !

Mr. A.Gottdank (Math)
Mr. R. Vallejo (Science)
Mr. W. Wrenn (Social Studies) — New Bilingual Teachers

Ms. L. Joseph (E.S.L.)
MS. Tepper (E.S.L.) — Foreign Language Dept.

BEST WISHES IN THEIR NEW ENDEAVORS !

Ms. P.Pietri (E.S.L.)
Ms. A.Remon (E.S.L.)
Mr. V.Martinez(Spanish)

Coming Attractions !

Come to:
"ITALIAMMORE III"
MAY 4, 1979

These are just a few scenes from ITALIAMMORE II (1978). The student's of the Italian American Club and of the Italian Bilingual Program are preparing ITALIAMMORE III (April 27,1979),to be held at Theodore Roosevelt High School.